A COMMUNITY NEEDS ASSESSMENT FOR THE PERRY COMMUNITY SCHOOL DISTRICT

An abstract of a Field Report by
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The problem. The purpose of this study was to identify the major educational needs of the Perry Community School District as perceived by parents, teachers, students, and other community patrons, thereby assisting the Board and administration in making changes in the schools' programs necessary to meet those needs and aspirations of the people of the community.

Procedure. The community meeting technique was employed to determine the reactions by parents, teachers, students, and other community patrons. At the community meeting participants were asked to rate the importance of eighteen educational goals. Participants were then placed in groups of four and each group was required to obtain group consensus on the rating of each goal. Finally, individual participants were asked to rate the schools' performance in meeting each of the eighteen goals. The results were analyzed by computing the mean and variance of the group consensus ratings of each goal. Also computed for each goal were the median of the individual performance ratings, the relative percentages of responses for each of five rating categories used, and the median performance rating of each goal for each of the different subpopulations.

Findings and Conclusions. The immediate purpose of this study was to identify the major educational goals and needs of the school district and to obtain community perceptions of how well present school programs are doing in meeting those goals. Sixty-seven people participated in the community meeting. The goals ranked most important by the participants centered around developing the basic skills of written and oral communication, gaining a general education, and developing a desire for learning. These goals received average ratings of 4.471, 4.235, and 3.941 respectively on a five-point scale with five the highest possible score. Community members are in agreement regarding the importance of the educational goals and are generally satisfied that present school programs are meeting their expectations in achieving those goals. There are virtually no discrepancies between present school programs and those desired by the community.

Recommendations. The results of this study can be helpful to the Board in making those decisions for allocating resources and initiating programs and may serve as indicators as to what kinds of Board decisions will or will not receive public support.

A COMMUNITY NEEDS ASSESSMENT FOR THE PERRY COMMUNITY SCHOOL DISTRICT

A Field Report

Presented to

The School of Graduate Studies

Drake University

In Partial Fulfillment

of the Requirements for the Degree

Specialist in School Administration

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by

John H. Schnicker

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Chapter 1

PRELIMINARY

The decade of the 70's in education may well be remembered as the "Decade of Accountability". The mood of the American people in the 1970's is troubled. Faced with a number of social, political, religious, racial, and cultural crises over the past two decades, followed by the most recent Watergate scandal and the present economic crisis, people are cautious and even suspicious of what the future holds for them and their children. One of the outgrowths of these crises has been an erosion of the public's confidence and trust in education over the past few years. There is a growing feeling among the American people that the schools are not doing all that they should, nor are they doing it as economically and efficiently as they could. In this time of social change, people are beginning to question both the basic purposes of education and its effectiveness and the debate is sharpened even more by competition for the dollars to be appropriated for support.[1]

The accountability movement in public education had its beginnings in the 1960's but was brought sharply into

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[1]Jean Fair, "What is National Assessment and What Does It Say to Us?", The Education Digest, XL, No. 2 (October, 1974), 10.

focus in 1970 when President Nixon announced, "School administrators and school teachers are responsible for their performance, and it is in their interest as well as in the interests of their pupils that they be held accountable."[1] Since that time the accountability movement has gained momentum of immeasurable magnitude. Some dynamic changes which occurred in the public schools during the late 60's and early 70's have contributed significantly to the questioning attitude of the people toward the schools. At a time when enrollment was rising little more than 4 percent, current operating expenditures rose by 63 percent, while the Consumer Price Index rose only 26 percent during the same period.[2] Recent HEW figures indicate that Americans will spend over $100 billion this year for all forms of education indicating that education has become one of the biggest, if not the biggest, industries of our nation. It is not surprising then that George Gallup learned in his 1971 survey of the public's attitudes toward the public schools that the major problem facing the schools was how to pay for public education.[3] American people are simply

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[1]Girard D. Hottleman, "The Accountability Movement," The Education Digest, XXXIX, No. 8 (April, 1974), 17.

[2]W. Vance Grant, "Trends in Public School Systems: 1967-68 to 1972-73," The Education Digest, XXXIX, No. 4 (December, 1973), 35.

[3]"PPBS and the School," National School Public Relations Association, 1972, p. 1.

becoming fed up with pouring more and more dollars into the coffers of the public schools and receiving no evidence of getting their "dollar's worth" in terms of increased productivity and effectiveness from the schools.

Faced with the demand for accountability, a growing number of local districts and states are turning to a variety of assessment and evaluation plans. Among the more notable models that have been tried are: management by objectives (MBO), the voucher plan, performance contracting, planning, programming, budgeting system (PPBS), and alternative schools. Recently the concept of accountability has found its way into the laws of at least 23 states.[1] Noteworthy is the California state legislature's Stull Bill, which provides for the objective evaluation of all certificated personnel.[2] In Michigan, conformity to statewide objectives is used as a basis for distributing state funds to local school districts. Recently, the Sixty-fifth General Assembly of the State of Iowa enacted legislation which will mandate local school districts to determine major educational needs, develop plans to meet those needs, and periodically evaluate the effectiveness of the school's

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[1]Arthur R. Olson, "Who Owes What to Whom?", The Education Digest, XL, No. 5 (January, 1975), 39.

[2]Robert A. Bennett, "Accountability Under the Stull Bill," Educational Leadership, XXXI, No. 6 (March, 1974), 485.

programs in meeting those same needs.

This study is an attempt to provide an objective method of identifying the major educational needs of a local school district. It will also assist the local school district in determining if discrepencies exist between the present school program and the program desired by the community. The study will provide research and literature that will aid the local Board and administration in analyzing the community mood toward the schools, thus assisting them in making changes in the school program necessary to meet the needs and aspirations of the people of the community.

STATEMENT OF THE PROBLEM

This study employs an objective procedure in seeking answers to the following specific questions:

1. What are the most important educational goals as perceived by the community?
2. How much agreement or disagreement exists among community members regarding the importance of the goals?
3. How well are existing school programs meeting these goals?
4. How much agreement or disagreement exists among teachers, students, and other community members regarding the effectiveness of existing school programs in meeting these goals?
5. Are there discrepencies between present school goals and programs being administered and those desired by the community?

LIMITATIONS OF THE STUDY

Because of the nature of the needs assessment model used in the study, the findings represent the community's perceived needs only within the limitations of the eighteen educational goals in the model.

Due to the number of selected parents who did not participate in the study, the student and teacher populations were overrepresented in terms of the original representation thought desirable. However, the author feels that enough parents were represented that the findings will not be invalidated.

The specific recommendations and conclusions are applicable only to the Perry Community School District, Perry, Iowa.

Chapter 2

REVIEW OF RESEARCH AND RELATED LITERATURE

The following is a review of the literature related to the accountability movement and community involvement in the goal setting and decision-making processes relating to curriculum in a local school district.

The decade of the 70's will be a critical period for public education in the United States. The first half of the decade has been a time of national fault-finding with the educational system. This seems to be the public response to a mood of discouragement and disillusionment with the total educational enterprise. The decade of the 60's was characterized by unprecedented educational innovations but few people are convinced that this has been a decade of unprecedented educational progress. Public concern is due in part to the disillusionment with innovations that seemed to promise much but have delivered little and to the ever outstretched hands of educators for more money based on the conviction that more money is the answer to all educational deficiencies.

In pointing out that over the past two years in Ohio, voters have approved only 29 percent of local requests for additional school funds, Hoyle and Wiley ask the question, has the U.S. public turned its back on what has been

considered the world's greatest system of education?[1]

Manning speaks of a credibility gap created by discrepancies between what has been promised or expected and what has been fulfilled.[2] This credibility gap, which exists when promises are not kept, Manning claims, has resulted from the great optimism and expectations surrounding education in the decade of the sixties. Achievement claims were made that were beyond the schools' capacity to fulfill. Manning believes that to restore the public's confidence in the schools, promises must be realistic and must be kept. Claims that are beyond education's capacity to fulfill should never be made.

In spite of the present accountability movement with all the concern for the evils, negative effects, and shortcomings of schooling, Miller argues the fact that most educators and parents are satisfied with the schools we now have.[3] If the vast majority of citizens and professionals were not supportive of the current educational system, he

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[1]John R. Hoyle and Eldon L. Wiley, "What are the People Telling Us?", Phi Delta Kappan, LIII, No. 1 (September, 1971), 49.

[2]William R. Manning, "The Credibility Gap That is Neutralizing the Public Schools," The American School Board Journal, CLIX, No. 12 (June, 1972), 31.

[3]William C. Miller, "To Change or Not To Change - Is There Any Question," Educational Leadership, XXXI, No. 6 (March, 1974), 488.

says, the system would change - they would change it.

In his sixth annual Poll of Attitude Toward Education, Gallup found evidence to support Miller's argument. In rating the public schools on a scale of A, B, C, D, and Fails, 86 percent of those who responded rated the public schools with a C or better.[1] Also revealed by this poll was the fact that the people who probably know their local schools best - the parents of children in the public schools - give them the highest rating.

Miller goes on to ask a most thought-provoking question. Do we have a responsibility to make schools better? If it is true that most citizens and educators are satisfied with the educational system, and if the schools belong to the public and should be designed to implement their desires, why is there a need for change?[2] It is widely recognized that an individual does not change unless he sees a reason or has a need to change. Since many educators and many parents do not see a need for change it seems inefficient, if not impossible, to change the school or school system.

The need for dependable information of the progress of education in this country is now more widely recognized

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[1]George Gallup, "Sixth Annual Gallup Poll of Public Attitudes Toward Education," Phi Delta Kappan, LVI, No. 1, (September, 1974), 26.

[2]Miller, p. 490.

both by educators and by the general public whose opinions and judgments provide the support for decisions that are made. For the most part, however, meaningful and dependable information on educational results has been lacking. This fact is recognized so aptly by Fair when she states, "Although this country has accumulated statistics on a host of no doubt useful matters, little evidence has been available on the crucial point of it all, actual educational attainment."[1]

Originated in 1964, the National Assessment of Educational Progress (NAEP) project, has since been attempting to gather data on the educational attainments of young Americans in view of certain objectives and periodically to obtain evidence concerning progress in meeting those objectives. The NAEP assesses knowledge, skills, and attitudes in ten subject matter areas - Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. To eliminate the criticism by the lay public that the goals and objectives to be assessed are unimportant or technical trivia, the NAEP involved lay citizens in the determination of the goals and objectives. Every objective being assessed must be: (1) considered important by scholars, (2) accepted

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[1]Jean Fair, "What is National Assessment and What Does It Say to Us?", The Education Digest, XL, No. 2 (October, 1974), 10.

as an educational task by the school, and (3) deemed desirable by lay people. Mehrens contends that the third criteria is a most important consideration if one is concerned with accountability to the public.[1]

Hoyle and Wiley feel that the public schools could be much more effective if they actually knew the will of the taxpayer and the children - the people they serve.[2] They further suggest that the schools must use practical and useful research techniques to assess the will of the people at the local level. In their words: "The continued support of public education could very well rest on the effort of the policy makers to stay attuned to public sentiment and will."[3]

According to Fantini, the concept of local, lay control of education is at the heart of the American public school system.[4] Laymen determine the goals of education and the policies calculated to achieve them. Laymen delegate to the professional the responsibilities for

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[1]William A. Mehrens, "National Assessment of Educational Progress," Childhood Education, April, 1973, p. 424.

[2]Hoyle and Wiley, p. 49.

[3]Hoyle and Wiley, p. 50.

[4]Mario D. Fantini, "Community Participation: Many Faces, Many Directions," Educational Leadership, XXIX, No. 8 (May, 1972), 678.

implementing these policies. Professionals participate in the development of goals and priorities, but the public's right to evaluate and to hold publicly employed professionals accountable is fundamental. The community has a right to ask questions of educators and the community has a right to participate in the process of establishing new goals for education.[1]

According to Carter, the board of education is the most logical place to start in planning and implementing accountability.[2] The school board, he states sets the stage by initiating policies and procedures which provide the framework necessary for ensuring accountability. To do this the board must provide a relevant and meaningful philosophic base for the school district - a philosophy that reflects the needs, aspirations, and desires of the community. The educational plans developed by the board, together with the administration and staff members, should be based on that philosophy.

Kelly calls for a regular and planned accumulation of educationally relevant community data through a program

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[1]Fantini, p. 679.

[2]David G. Carter, "Accountability on Stage...Again," N.A.S.S.P. Bulletin, LVIII, No. 383 (September, 1974), 38.

of research-information collection.[1] The school district commonly informs the public but the public rarely informs the school district. This program of one-way communication is incomplete, he states. From the community there should be a counterflow of information and data which would allow the school board to know more about the community in order to make decisions and to formulate policy more in accord with community expectations and needs than often is the case.

Lieberman concludes that the underlying issue is not whether to have accountability but what kind of accountability will prevail.[2] He contends that there are essentially only two approaches to accountability. One approach is to attempt to relate "input" (resources invested) and "educational output" (results achieved) in some meaningful way. The other approach places emphasis on consumer choice in the hope that increasing consumer choice in education will introduce a measure of competition among schools. This competition will make the schools more accountable by forcing them to produce results or providing adequate explanations for student inadequacies.

According to Shami and Hershkowitz one of the most

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[1]Sam P. Kelly, "Know Your Community," The American School Board Journal, CLV, No. 11 (May, 1968), 14.

[2]Myron Lieberman, "An Overview of Accountability," Phi Delta Kappan, LII, No. 4 (December, 1970), 195.

important dimensions of accountability that must be addressed before a realistic system of accountability can be implemented is the question of what the goals are for which education is accountable.[1] They believe that far too often schools and school systems are lacking clear statements of their goals and even in those schools that do have clear goal statements the statements are too general and seldom relate to what goes on in the classroom. As to who is responsible for establishing goals of education, Shami and Hershkowitz hold that the public, including all the special interest groups, has the authority and responsibility to establish goals of education.[2]

According to Lessinger, accountability refers to the school's ability to deliver on its promises.[3] Lindman contends that one of the inherent weaknesses of the articulate educator is his tendency to promise more than he can deliver. In his words:

> Fifty-three years ago, the authors of the seven cardinal principles of education accepted, as the school's responsibility, such goals as: Health,

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[1]Mohammed A. A. Shami et al., "Dimensions of Accountability," N.A.S.S.P. Bulletin, LVIII, No. 383 (September, 1974), 2.

[2]Shami, p. 3.

[3]Leon Lessinger, "Engineering Accountability for Results in Public Education," Phi Delta Kappan, LII, No. 4, (December, 1970), 217.

> worthy use of leisure time, ethical character, worthy home membership, civic responsibility - as well as command of the fundamental processes. In response to these glowing promises, school attendance and school budgets increased substantially; yet, we seem to be no closer to these goals today than we were in 1918. We promised more than we were able to deliver, and since the public expected more, its disappointment has been great.[1]

The student's behavior is influenced by many factors beyond the control of the school - church, scouts, television, etc. With all these factors contributing either positively or negatively to the education of children and youth, to call them products of school, says Lindman, is to promise more than the school is able to deliver.[2]

Lindman further argues that the school should not be held accountable for a guaranteed product but should be held accountable for the scope and quality of the educational services it renders to its students.

Barro proposes two conceptually distinct approaches to accountability - administrative decentralization and community control.[3] He states that administrative decentralization in which decision-making authority is shifted to local area administrators or individual school principals will

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[1]Erick Lindman, "Accountability and the Budget," N.A.S.S.P. Bulletin, LVI, No. 364 (May, 1972), 34.

[2]Lindman, p. 35.

[3]Stephen M. Barro, "An Approach to Developing Accountability Measures for the Public Schools," Phi Delta Kappan, LII, No. 4 (December, 1970), 197.

contribute to accountability by favoring greater professional responsiveness to local conditions and exercise of local initiative.

The movement for community control of the school systems, he insists, aims at accountability in the sense of making the system more representative of and responsive to its clientele and community. In the context of community control, Barro defines accountability very broadly to include not only responsibility for performance in achieving goals, but also for selecting appropriate or "relevant" goals in the first place. Most important, he feels, community control provides the means of enforcing accountability by placing decision-making and sanctioning powers over the schools in the hands of those whose lives they affect.[1]

Glass uses the simple economic relationship of vendor and buyer as the paradigm for analyzing educational accountability.[2] An accountable relationship between seller and buyer involves three elements: (1) disclosure concerning the product or service being sold, (2) product on performances testing, (3) redress in the event of false disclosure or poor performance. Unless all three are present the relationship between seller and buyer is not genuinely accountable.

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[1]Barro, p. 197.

[2]Gene V. Glass, "The Many Faces of Educational Accountability," Phi Delta Kappan, LIII, No. 10 (June, 1972), 636.

In his analysis of the schooling industry Glass sees the public as the buyer, and teachers and administrators as the sellers.[1] Glass contends that in nearly all the contemporary models of accountability one or more of the above three elements is missing in the accountability relationship between the public and the school and thus all fail to hold the schools truly accountable to the public.

Glass sounds somewhat less than optimistic when he says, "If we do not promise more than we can deliver, if we embrace genuine accountability and not some sham, we may stand a chance of making a few modest improvements in schooling."[2]

A review of the literature reveals an uneven, trial-and-error progress and many inadequacies of present accountability programs. Lopez offers the following explanation for the many failures:

1) Most accountability programs have been installed in organizational settings that lack the necessary background and organizational traditions to assimilate them.

2) The administrative procedures governing the program have not been attuned to its purposes.

3) Accountability systems have not been designed to gain acceptance by those who are covered by them nor by those who have to implement them.

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[1]Glass, p. 636.

[2]Glass, p. 639.

4) The measures of accountability so far developed have not met even minimum standards of reliability and relevancy.[1]

Lopez goes on to say that a successful accountability program must meet the following requirements:

1) It must be an important communications medium in a responsive environment through which members are informed of what is to be accomplished, by whom, and how. Wide participation in the obtainment of organizational goals must be invited.

2) It must reflect an organizational philosophy that inspires confidence and trust in all the members.

3) It must be based on ethical principles and sound policies.

4) It must clearly specify its purposes so that standards, procedures, and practices can be conformed to them.

5) It must be designed primarily to improve the performance of each member in his current job duties.

6) To be effective and accepted, both those who use it and those who will be judged by it must participate in the design, installation, administration, and review of the total accountability system.[2]

A very outspoken critic of accountability, Bundy, says that accountability is not addressing the real problems of education and blames educators for this. He states that accountability is a contrived (contrived by professional

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[1]Felix M. Lopez, "Accountability in Education," Phi Delta Kappan, LII, No. 4 (December, 1970), 231.

[2]Lopez, p. 232.

elites who fear public recrimination and must at all costs protect their position and power) smokescreen to confuse the public and distract attention from the real issues facing American schools today.[1] Bundy maintains that accountability is industrial consciousness applied to nonindustrial problems and if carried out along the lines proposed, will result in deeper entrenchment, increased homogeneity, and decreased innovation in formal education.

Huber warns of several dangers that may accompany accountability:

1) While classroom teachers are likely the ones to be held accountable, they often do not have the resources or power to alter policies or practices which effect learning. Classroom teachers on their own, cannot buy materials, hire consultants, assign students, and initiate new curricula.

2) Schools are not the only factor in a student's education. Much of what a student learns depends upon experiences outside of school such as in the home, church, and community.

3) Accountability may cause education to focus on a narrow band of cognitive elements in learning and methodology which can be easily identified and measured. The affective domain may be neglected and "teaching for the test" may increase to assure the best possible student performance and protection for the teacher.

4) Accountability will strengthen and increase the educational bureaucracy which in the minds of many already constitutes a serious impediment to improvement of instruction.

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[1]Robert F. Bundy, "Accountability: A New Disneyland Fantasy," Phi Delta Kappan, LVI, No. 3 (November, 1974), 176.

5) Most systems of accountability will cost more dollars. In this era of taxpayer suspicion and revolt, the bigger dollar signs may be the death of accountability.[1]

Teller examines seven "myths" of the accountability movement:

> Myth one: The accountability movement arises out of the concern of the American people for efficiency. The efficiency movement in education began about 1900 and was a by-product of the efficiency studies in industry begun by Frederick Taylor.
>
> Myth two: Business is the paragon of efficiency. The myth states that all disciplines are rather slovenly, but business is efficient.
>
> Myth three: Behavior is more important than underlying motives. We have overemphasized behavior without a true regard for underlying motivation. Education is the product of a creative mind not simply practical skills.
>
> Myth four: The accountability movement will solve our economic problems. Recent studies have found that performance contracting was more costly than the "older" educational models.
>
> Myth five: The accountability movement will help solve our political crisis. While skill learning is important, we cannot forget the development of the whole person.
>
> Myth six: Technology will solve our educational problems. On the contrary, technology is "turning off" a sizeable portion of our students. Young people desire significant interaction with other human beings.
>
> Myth seven: The accountability movement will produce educated men. In a democratic society, the means of education are as important as the ends.

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[1]Joe Huber, "Accountability: Dangers in Misapplication," N.A.S.S.P. Bulletin, LVIII, No. 383 (September, 1974), 15.

> We must take care to provide children and young people opportunities for meaningful experiences.[1]

In summary, Teller feels that the accountability movement represents a dangerous alternative to contemporary education. It will lead, if given the opportunity, to the creation of a robot-like individual who can merely repeat and not understand. In Teller's words, "The road to the future lies not in destroying the human mind but in raising the human spirit."[2]

The socio-political pressures to implement an accountability system have placed the educator in the vulnerable position of having to implement a system where there is often a misinterpretation between product and process; where teacher, administrator, curriculum innovator, researcher, and community responsibilities are not yet well defined and often overlap; where present evaluative tools exist only for a limited few areas; where goals are rarely stated in a manner suitable for accountability or with public approved priorities among them.[3]

Olson takes the position that accountability is a shared responsibility. He contends that the responsibility

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[1]Rabbi Gerald Teller, "What Are the Myths of Accountability?", Educational Leadership, XXXI, No. 5 (February, 1974), 455.

[2]Teller, p. 456.

[3]Shami, p. 10.

for the success of the educational program touches everyone involved - this includes learners, teachers, administrators, board members, and legislators.[1] In fact, states Olson, professional staff, lay people, and legislators must be accountable, perhaps more accountable than the teacher in the classroom. The foundation for quality in education is in educational goals. Teachers can only be held accountable within the constraints of the facilities and programs with which they have been provided.[2]

In discussing the various problems inherent in accountability programs Ornstein and Talmage caution that the sole responsibility for accountability does not lie with the teacher or principal.[3] There are many different people who have various impacts on student learning, they state, and those people, too, must be held accountable. Included in the list are parents and community residents, school board members and taxpayers, government officials and business representatives, and the students themselves. Ornstein and Talmage report that findings indicate that the family is the most important variable associated with student

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[1]Arthur R. Olson, "Who Owes What to Whom?", The Education Digest, XL, No. 5 (January, 1975), 39.

[2]Olson, p. 40.

[3]Allan C. Ornstein and Harriet Talmage, "The Promise and Politics of Accountability," N.A.S.S.P. Bulletin, LVIII, No. 380 (March, 1974), 11.

achievement scores and all other factors, including accountability, are secondary or irrelevant.[1]

Research by Benjamin Bloom suggests that the most important period for learning takes place before the child enters school, and that the most important years where change is more easily accomplished are in the early grades.[2] Ornstein and Talmage claim that accountability advocates not only fail to recognize that educators are therefore working against overwhelming odds to effect changes with students who show deficits in learning, but also that the change problems become increasingly more difficult progressing through the grades and attempting to hold teachers and administrators accountable for older students.[3]

Ornstein and Talmage warn that there is a lack of research evidence to show that any of the accountability reforms benefit students - most ideas are based on bandwagon wisdom and many educators are swept along with the tide of change just for the sake of change. For example, they point out, compensatory education cost the American people billions of dollars before finding out that it just hadn't been effective in changing student achievement. They

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[1]Ornstein and Talmage, p. 12.

[2]Ornstein and Talmage, p. 12.

[3]Ornstein and Talmage, p. 13.

also add, to date there are more than 250 performance contracts, also totaling billions of dollars and there is little proof that these programs work, but there is increasing evidence that such programs lead to unethical practices.[1]

In speaking of accountability as it can be applied to holding teachers accountable through their performances, Quirk discusses some of the pitfalls of some of the meanings that have been accepted for accountability. He warns against making the schools accountable by printing pupil achievement scores in the local newspaper.[2] He also argues against holding teachers accountable for bringing each pupil up to the national norm on some standard achievement test and for holding each teacher accountable for enabling every pupil to grow some specified amount during each school year.

In Quirk's words:

> This requiring of the teacher to "guarantee" pupil outcomes is analogous to requiring a lawyer or a doctor to produce "success" in their performances of their duties in order to receive a fee for their work. Anyone who insisted that a lawyer win a case or that a doctor produce a cure to be paid would be summarily thrown out into the street. Can we expect teachers to respond any differently to the demands made on them for guaranteed pupil performance.[3]

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[1]Ornstein and Talmage, p. 17.

[2]Thomas J. Quirk, "Teacher Accountability: Negative and Positive," N.A.S.S.P. Bulletin, LVII, No. 377 (December, 1973), 32.

[3]Quirk, p. 35.

Quirk does not say that teachers should not be held accountable but he contends they should be held accountable only for those aspects of the educational system which they can influence. He states that individual teachers must be held accountable for such things as knowing the instructional objectives of the school, for developing professional standards of performance, for performing according to the specifications of the established school programs, and for acting to help the school perform more efficiently in the education of pupils in the light of research findings.[1]

In discussing accountability as it relates to the classroom teacher it is interesting to speculate what effect the increasing power of teachers will have on school organization. What role will collective bargaining play in the development and subsequent control of the school curriculum? Speaking of the effects of unionism or "teacher power", Smith says that it has served to reduce the policy options of the people's representatives.[2] Smith feels that many teacher organizations have become so powerful they have in effect achieved veto power over school board policy.

The matter of student involvement in school affairs is another accountability issue that has been debated for

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[1]Quirk, p. 40.

[2]Mortimer Smith, "Can Control of the Public Schools Be Returned to the Citizens?", The Education Digest, XL, No. 4 (December, 1974), 38.

quite some time. Marquis is of the opinion that students should be involved in helping make decisions that relate not only to noncurriculum matters but to matters of formal instruction as well.[1] Most students have the competence and the right to make significant decisions concerning their own learning if they are provided appropriate leadership, argues Marquis, and high school principals must assume responsibility for initiating that leadership and ensuring its continuity. For only then, he says, will students truly appreciate the piece of the action that is rightfully theirs and only then will students, teachers, and administrators be able to exert a truly unified effort as they strive to reach common goals.

Calkins shares Marquis' opinion concerning student involvement. If the school is to be humane and democratic, students should be involved in the decision-making process, he claims.[2] Unless the students are given their fair share of power, Calkins says, neither humanization nor democratiza tion is possible. Calkins warns that for student participation to be successful and meaningful, the students must be

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[1]Romeo Marquis, "Curriculum Development: Can Studer Be Involved?", The Education Digest, XXXIX, No. 3 (Novembei 1973), 59.

[2]James E. Calkins, "Are Your Students Involved in Deciding Crucial Issues?", The Education Digest, XL, No. 4 (December, 1974), 15.

involved in real decisions affecting crucial areas of the school and not just in what he refers to as the typical student council's "sandbox" governmental decisions.[1]

Lessinger speaks of engineering accountability in education through performance contracting. He outlines a six-step educational engineering process for achieving accountability:

1) The local education agency employs a management support group (MSG) whose members have competency to assist them in political, social, economic, managerial, and educational matters.

2) The MSG works with staff and community to produce a request for proposal (RFP), which is a set of specifications indicating as clearly as possible the services to be performed, the approximate amount of money to be invested, the constraints to be observed, the standards acceptable, and related matters.

3) The RFP is set out to bid. The pre-bidding conference is the forum for educational exchange in which rich and varied communication occurs between the elements of the private and public sector.

4) Following the bidding conference, a revised RFP is issued and actual bids are entertained. The local board "hears" the top bids in a manner similar to the process used in the employment of an architect.

5) The local school board selects what it considers to be the best bid and enters into negotiations for a performance contract with the successful bidder.

6) Concurrently with the signing of the performance contract, an independent educational accomplishment audit team is employed both to monitor

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[1]Calkins, p. 14.

> execution of the performance contract and to provide feedback to the local education agency to certify results for purposes of payment.[1]

Community involvement and financial support are among the requisites for successful free public education according to Hoke and others.[2] They further suggest that the latter may be impossible without the former.

A federally funded project, Community Involvement in Education, was conducted in Ohio County, West Virginia. The main goal of this project was to change public attitudes toward the school as measured by public support of a bond election for the school district. Although the results of that project seem quite insignificant to this writer the Community Involvement in Education project did show two significant points: (1) that the more individuals involved and committed to a goal, the greater are its chances of success, and (2) the more individuals involved in the planning stage, the more the goal becomes a solidified concept capable of being achieved.[3]

In response to parents' and taxpayers' demands to know what they are getting from their education tax dollar,

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[1]Lessinger, p. 218.

[2]Fred A. Hoke, et al., "How to Improve Community Attitudes," Phi Delta Kappan, LIII, No. 1 (September, 1971), 30.

[3]Hoke, et al., p. 32.

the state of Michigan has developed a state accountability model. The six steps in the Michigan model are:

1) The identification of statewide goals - a 21 member task force of educators, students, and parents were responsible for identifying and delineating these goals.

2) The development of measurable performances objectives to meet these goals.

3) An assessment of student needs to meet the objectives.

4) An analysis of instructional delivery systems.

5) Evaluation of the delivery systems.

6) Recommendations for change and improvement.[1]

Many school districts are turning with hope to the Management by Objectives (MBO) approach to the accountability demands. The MBO approach offers the concept of goal setting at the management level.[2] The term "management by objectives" was first used by Peter Drucker in his book Practice of Management in 1954. The first step in the MBO approach is to identify the goals of the organization and once the goals are identified, orderly procedures are established for assigning responsibilities to individuals in such a way that their combined efforts are directed toward achieving those goals. In the words of George Odione:

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[1]John W. Porter, "What Are We Getting for Our Tax Dollar?", Compact, November/December, 1973, p. 20.

[2]Edwin A. Read, "Accountability and Management by Objectives," N.A.S.S.P. Bulletin, LVIII, No. 380 (March, 1974), 1.

> When we manage by objectives we mean simply that we fix our ultimate purpose in mind before we start our journey. This objective then becomes a target, a goal, a desired outcome, and along the route becomes a criterion for measuring progress. Finally when we have spent our time and energies, we are able to evaluate the degree of success by measuring it against the objective.[1]

Estes believes the way to change many of education's severest critics into the stanchest supporters is by giving them a piece of the action and by getting them actively involved in seeking solutions and meeting the challenges.[2] Estes is convinced that people support what they have had a hand in creating.

In an effort to reconnect the school with the community the Dallas Independent School District's Operation Involvement program has shown much promise. This model for shared decision making includes a continuing needs assessment, goal development, and budget setting process which involves parents, students, teachers, principals, and central staff administrators.[3] Operation Involvement and many of the other strategies used by the Dallas Schools for getting people involved in solving problems and meeting the challenges of education have gone a long way toward bringing the school and the community together. And as Estes says:

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[1]Read, p. 3.

[2]Nolan Estes, "Operation 'Citizen Involvement' Spells Help for School Challenges," Educational Leadership, XXXI, No. 4 (January, 1974), 365.

[3]Estes, p. 365.

"It has shown that people want to be involved. They want to help. People do want good schools and they are willing to work to make them better."[1]

The community group meeting technique used in this study is one means by which the Board of Education of a local school district can determine if the present educational programs are meeting the needs and desires of the people in the community.

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[1]Estes, p. 368.

Chapter 3

PROCEDURES

DESIGN OF THE STUDY

Permission to conduct the study was granted by the Board of Education of the Perry Community School District.

By recommendation of the school district's administrative team and with board approval, it was determined that a representative community committee of 120 members would be selected to participate in the study. The participants were selected from four populations: (1) students, (2) teachers, (3) parents of children presently enrolled in the public schools of the district, and (4) other adult patrons of the school district (adults who are not members of any of the other three populations). In the same manner as above, it was determined that the make-up of the 120-member committee would consist of 18 students, 18 teachers, 72 parents, and 12 other patrons. The general procedure for sampling from the four populations differed for each segment.

The eighteen student participants, which included five twelfth graders, five eleventh graders, three tenth graders, three ninth graders, and two eighth graders, were selected by the building administrators. In selection of the students, emphasis was placed upon obtaining a

representative cross section of the whole student population. The method utilized for selecting that representative group was left to the discretion of the individual building administrator.

The procedure for selecting the teachers who participated in the study was as follows: of the total eighteen members, seven were selected from the elementary schools staff, four from the junior high school staff, and seven from the senior high school staff. Using the school district's staff roster and a table of random numbers, the required number from each of the three subpopulations were selected.

School family enrollment cards kept in the school district's central office were utilized to select the parents for participation in the study. Since it was anticipated that some parents would not be willing or able to participate, a total of 80 names were selected. The enrollment cards were numbered from one to n then using a table of random numbers, numbers were drawn until the required number of 80 parents had been selected. Since both parents were not desired to participate in the study it was arbitrarily decided by the author of this study that if the number was even the mother would be selected and if the number was odd the father would be selected. If there was only one parent in the family, the above rule was not invoked.

The twelve other patrons in the study were selected

by utilizing the local telephone directory. Using a table of random numbers, twelve page numbers in the directory were selected and then one name was randomly selected (using random numbers) from each of the twelve pages. In case the name of the selected person was that of a member of one of the other populations, not a resident of the school district, or deceased, another name was randomly selected from that same page of the telephone directory.

The community meeting technique was used in the study. Approximately one month prior to the community meeting a letter was sent to all the selected participants of the representative committee. The letter explained the purpose of the study and requested each individual's assistance in the study. Included with the letter was a stamped self-addressed post card on which the individual was requested to respond that they would or would not participate in the study. Simultaneously information was released to the local news media in an effort to inform the entire community of the program the school district was embarking upon.

One week after the first letter was mailed, phone calls were made to all those who had not returned the post card in order to determine whether or not they desired to participate. No plans had been made to replace those who chose not to participate. It was hoped that by selecting eight more than the desired number of parents, the total number of participants in the study would approximate the

desired 120.

The post cards returned together with the phone calls that were made to those who did not return the post cards confirmed the committment of 93 individuals who desired to participate. Of those 93, there were 18 students, 18 teachers, 49 parents, and 8 other patrons.

Just less than two weeks before the scheduled public meeting a second article was released to the news media. The purpose of this information was to further explain to the community the purpose of the study and to make available the names of the 93 citizens who would serve on the community committee.

Immediately following the news release, a second letter was sent to the 93 individuals who had expressed a desire to take part in the study. This letter explained to the participants the procedures and activities that were to take place at the community meeting. It also included a list of the eighteen goal statements the participants would be involved with at the meeting. The eighteen goals used in the study were those produced by the Program Development Center of Northern California and distributed by Phi Delta Kappa.[1] The second letter invited participants to call the Superintendent's office concerning any goals they felt were

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[1]"Educational Goals and Objectives: A Model for Community and Professional Involvement," Program Development Center, California State University, Chico Chico, California.

important but were not included on the list and participants were encouraged to discuss the eighteen goals with friends and neighbors to obtain their ideas of the goals they felt important for the school district.

Four days prior to the scheduled community meeting, all participants, except students and teachers, were contacted by phone to remind them of the date and time of the community meeting and to confirm their participation. The building administrators reminded all student and teacher participants.

Sixty-seven participants attended the community meeting; 17 students, 18 teachers, 26 parents, and 6 others. On the date of the scheduled meeting notice was received from two persons that they would be unable to participate. The other 24 sent no notification of being unable to take part in the meeting.

At the community meeting each participant or "rater" was asked to rate the importance of each of the eighteen educational goals by giving it a score of from 0 to 5 with 5 being greatest importance. Following the individual ratings the participants were placed into groups of four. Group membership had been predetermined by the author of this study in order to achieve a cross representation of each of the four populations in each group. Each group of four was then asked to rate the same eighteen educational goals on a scale of 0 to 5. Group consensus was required

for the ranking of each goal.

Finally, each individual was asked to evaluate, on a scale of 1 to 15 (1 meaning extremely poor, 15 meaning too much is being done), the effectiveness of present school programs in meeting each of the goals. As the participants completed this task they were excused from the meeting, leaving their ratings with a monitor stationed at the door.

INSTRUMENTATION

The methods for selecting the participants for the study was explained in the general design. The justification for the number of subjects selected was that it would give an adequate cross-section of the school district community and at the same time give the parents of children enrolled in the schools potentially a large proportion of the input into the determination of the goals of the schools. This was felt to be vitally important by the administrative team. Also, the total number of selected subjects would provide a workable number for participation in the community meeting and to formulate the results.

The procedures followed at the community meeting were determined by the model produced by the Program Development Center of Northern California.[1] Each member of the

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[1]"Educational Goals and Objectives: A Model for Community and Professional Involvement."

community committee was asked to independently rate the importance of each of the eighteen educational goals. Each member was given an individual display board, a set of the eighteen goal statements, and a packet containing 45 small red discs. The participants were to rate the goals as to their importance by placing 0 to 5 red discs on the display board next to each goal statement. The only two restrictions that were imposed were that, (1) at least one goal must be given five discs, and (2) all 45 discs must be used. As each individual completed the display board, the score for each goal was transferred to an individual goal summary sheet that had been provided for each member.

Following the independent rating of the goals, individuals were placed in pre-determined groups of four. Each group of four was given one (1) display board, eighteen goal statements, and one (1) packet of 45 discs. The task for each group was to reach a consensus or agreement for the ratings of the eighteen goal statements using just one display board. The rating procedures followed by the group were the same as for the independent ratings. After each group had reached consensus (consensus was reached when three out of four members of the group agreed) on all eighteen goals, the designated group leader completed a Small Group Rating Sheet and submitted it to the monitor.

The third and final activity at the community meeting was that each participant was asked to independently rate

the eighteen goals in terms of their perceived performance level. Each participant was requested to ask himself the question, "In my opinion, how well are the current school programs meeting this goal?" Each rater was to answer that question by rating each goal on a continuum scale from 1 to 15. Scores were grouped into five categories as follows: EXTREMELY POOR (a score of 1-3), POOR (4-6), FAIR BUT MORE NEEDS TO BE DONE (7-9), LEAVE AS IS (10-12), and TOO MUCH IS BEING DONE (13-15). The following interpretation for each of the five categories was given to the raters:

EXTREMELY POOR -

Students are not being taught the skills necessary to meet this goal.

This goal is the school's responsibility but almost nothing is being done to meet this goal.

POOR -

Programs designed to meet this goal are weak. Much more effort must be made by the school to meet this goal.

FAIR BUT MORE NEEDS TO BE DONE -

Present programs are acceptable but the school should attach more importance to this goal.

The school's job in this area is only fair, more effort is needed.

LEAVE AS IS -

The school is doing a good job in meeting this goal.

I am satisfied with present programs which are designed to meet this goal.

TOO MUCH IS BEING DONE -

The school is already spending too much time in this area. Programs in this area are not the responsibility of the school.

These individual performance ratings were recorded on a rating sheet and given to the monitor as they were completed.

ANALYSIS

Since the initial contact which individuals had with the goals was to acquaint them with the ideas expressed in the goals, their individual ratings of the goals were not used in the analysis. The group ratings were those of concern since they represent a type of consensus of community opinion.

The average priority ranking of the goal statements was obtained by computing the mean of the small group consensus ratings for each of the eighteen goals. Also the variance of the ratings for each goal statement was computed. The variance reflects the degree of agreement or disagreement among all the consensus groups in the rating for each goal.

The performance rating of the school in meeting the eighteen given educational goals was obtained by computing

the median of the individual performance ratings.

The relative percentages of responses for each of the five rating categories were obtained for each goal.

Median performance ratings were computed for each of three different populations: parents and other patrons, teachers, and students. Since the member of participants in the "other patron" category was quite small, they were grouped with the parents for computation of the median rating.

Chapter 4

RESULTS

All results were tabulated with the use of a computer at Iowa State University and are presented in table form.

Table 1 illustrates the average rating of each goal on a scale of 0 to 5 with 0 representing the lowest rating and 5 the highest rating. Also included in Table 1 is the variance of the ratings. This table does not attempt to show any order of importance of the goals, but only the numerical order of the goals as they appeared on the materials given the participants at the community meeting.

After summarizing the goal statements and their average rating, Table 2 was developed. Table 2 lists each goal statement, its number, its priority rank order, its average rating, and the variance. It differs from Table 1 in that the goal statements are listed in order of their average rating from highest to lowest. Table 2 also illustrates the variance rank order of the eighteen goals with 1 indicating most agreement by the raters and 18 indicating the goal on which there was least agreement. The sub-goals under each major goal have been omitted in Table 2 and all other subsequent tables.

The parents, students, teachers, and other community patrons feel that the basic skills in reading, writing, speaking, and listening need to be emphasized in the schools.

Table 1

The Average Rating and Variance of the Eighteen Goals Stated in Numerical Order
Perry Community Schools, Fall, 1974

Goal Number	Goal Statement	Average Rating (1-5)	Variance
1.	Learn how to be a good citizen	2.412	.507
	a. Develop an awareness of civic rights and responsibilities.		
	b. Develop attitudes for productive citizenship in a democracy.		
	c. Develop an attitude of respect for personal and public property.		
	d. Develop an understanding of the obligations and responsibilities of citizenship.		
2.	Learn how to respect and get along with people who think, dress and act differently	2.294	.471
	a. Develop an appreciation for and an understanding of other people and other cultures.		
	b. Develop an understanding of political, economic, and social patterns of the rest of the world.		
	c. Develop awareness of the interdependence of races, creeds, nations and cultures.		
	d. Develop an awareness of the processes of group relationships.		
3.	Learn about and try to understand the changes that take place in the world	2.059	.184
	a. Develop ability to adjust to the changing demands of society.		
	b. Develop an awareness and the ability to adjust to a changing world and its problems.		
	c. Develop understanding of the past, identify with the present, and the ability to meet the future.		

Table 1 (Continued)

Goal Number	Goal Statement	Average Rating (1-5)	Variance
4.	Develop skills in reading, writing, speaking and listening a. Develop ability to communicate ideas and feelings effectively. b. Develop skills in oral and written English.	4.471	.765
5.	Understand and practice democratic ideas and ideals a. Develop loyalty to American democratic ideals. b. Develop patriotism and loyalty to ideas of democracy. c. Develop knowledge and appreciation of the rights and privileges in our democracy. d. Develop an understanding of our American heritage.	2.118	.610
6.	Learn how to examine and use information a. Develop ability to examine constructively and creatively. b. Develop ability to use scientific methods. c. Develop reasoning abilities. d. Develop skills to think and proceed logically.	3.235	1.316
7.	Understand and practice the skills of family living a. Develop understanding and appreciation of the principles of living in the family group. b. Develop attitudes leading to acceptance of responsibilities as family members. c. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.	1.118	1.610

Table 1 (Continued)

Goal Number	Goal Statement	Average Rating (1-5)	Variance
8.	Learn to respect and get along with people with whom we work and live a. Develop appreciation and respect for the worth and dignity of individuals. b. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions. c. Develop a cooperative attitude toward living and working with others.	2.294	.846
9.	Develop skills to enter a specific field of work a. Develop abilities and skills needed for immediate employment. b. Develop an awareness of opportunities and requirements related to a specific field of work. c. Develop an appreciation of good workmanship.	2.059	.809
10.	Learn how to be a good manager of money, property and resources a. Develop an understanding of economic principles and responsibilities. b. Develop ability and understanding in personal buying, selling and investment. c. Develop skills in management of natural and human resources and man's environment.	1.765	.191
11.	Develop a desire for learning now and in the future a. Develop intellectual curiosity and eagerness for lifelong learning. b. Develop a positive attitude toward learning. c. Develop a positive attitude toward continuing independent education.	3.941	.809

Table 1 (Continued)

Goal Number	Goal Statement	Average Rating (1-5)	Variance
12.	Learn how to use leisure time a. Develop ability to use leisure time productively. b. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual, and creative. c. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.	1.294	.846
13.	Practice and understand the ideas of health and safety a. Establish an effective individual physical fitness program. b. Develop an understanding of good physical health and well being. c. Establish sound personal health habits and information. d. Develop a concern for public health and safety.	1.647	.368
14.	Appreciate culture and beauty in the world a. Develop abilities for effective expression of ideas and cultural appreciation (fine arts). b. Cultivate appreciation for beauty in various forms. c. Develop creative self-expression through various media (art, music, writing, etc.). d. Develop special talents in music, art, literature and foreign languages.	1.471	.390
15.	Gain information needed to make job selections a. Promote self-understanding and self-direction in relation to student's occupational interests.	2.412	.382

Table 1 (Continued)

Goal Number	Goal Statement	Average Rating (1-5)	Variance
	b. Develop the ability to use information and counseling services related to the selection of a job.		
	c. Develop a knowledge of specific information about a particular vocation.		
16.	Develop pride in work and a feeling of self-worth	3.235	1.191
	a. Develop a feeling of student pride in his achievements and progress.		
	b. Develop self-understanding and self-awareness.		
	c. Develop the student's feeling of positive self-worth, security and self-assurance.		
17.	Develop good character and self-respect	2.882	.985
	a. Develop moral responsibility and a sound ethical and moral behavior.		
	b. Develop the student's capacity to discipline himself to work, study and play constructively.		
	c. Develop a moral and ethical sense of values, goals, and processes of free society.		
	d. Develop standards of personal character and ideas.		
18.	Gain a general education	4.235	.816
	a. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.		
	b. Develop a fund of information and concepts.		
	c. Develop special interests and abilities.		

Table 2

Goal Statements in Order of Importance According to its Average Rating, Perry Community Schools, Fall, 1974

Goal Number	Goal Statement	Priority Rank Order	Priority Average Rating	Variance	Variance Rank Order
4.	Develop skills in reading, writing, speaking and listening	1	4.471	.765	9
18.	Gain a general education	2	4.235	.816	12
11.	Develop a desire for learning now and in the future	3	3.941	.809	10
6.	Learn how to examine and use information	4	3.235	1.316	17
16.	Develop pride in work and a feeling of self-worth	4	3.235	1.191	16
17.	Develop good character and self-respect	6	2.882	.985	15
1.	Learn how to be a good citizen	7	2.412	.507	7
15.	Gain information needed to make job selections	7	2.412	.382	4
2.	Learn how to respect and get along with people who think, dress and act differently	9	2.294	.471	6
8.	Learn to respect and get along with people with whom we work and live	9	2.294	.846	13
5.	Understand and practice democratic ideas and ideals	11	2.118	.610	8
3.	Learn about and try to understand the changes that take place in the world	12	2.059	.184	1
9.	Develop skills to enter a specific field of work	12	2.059	.809	10
10.	Learn how to be a good manager of money, property and resources	14	1.765	.191	2

Table 2 (Continued)

Goal Number	Goal Statement	Priority Rank Order	Priority Average Rating	Variance	Variance Rank Order
13.	Practice and understand the ideas of health and safety	15	1.647	.368	3
14.	Appreciate culture and beauty in the world	16	1.471	.390	5
12.	Learn how to use leisure time	17	1.294	.846	13
7.	Understand and practice the skills of family living	18	1.118	1.610	18

The committee members also feel that one of the most important goals of the schools is to provide students a general education through developing background and skills in the use of numbers and mathematics, natural sciences, and social sciences. A third goal considered important by the same people is that of developing a desire for learning. Emphasized in this goal is the development of intellectual curiosity, eagerness for lifelong learning, and a positive attitude toward learning.

While neither goal 3 (learning about and understanding the changes that take place in our world) nor goal 10 (learning to be a good manager of money, property and resources) was given a high priority ranking, these were the two goals on which the community members were in closest agreement.

Strongest disagreement was expressed by the committee members in regard to the goals of learning how to examine and use information (goal 6) and understanding and practicing the skills of family living (goal 7). It is interesting to note that while goal 7 was considered to be the least important of all the 18 goals, it was the goal about which there was most disagreement by the committee members.

Table 3 illustrates the median performance rating of each goal on the 1 to 15 scale. While the committee members generally perceive the schools to be doing a fairly good job in meeting the goals of the district, the greatest need

Table 3

Perceived School Performance in Meeting Educational Goals,
Perry Community Schools, Fall, 1974

Goal Number	Goal Statement	Median Performance Rating (1-15)	Need Priority Rank
1.	Learn how to be a good citizen	8.342	4
2.	Learn how to respect and get along with people who think, dress and act differently	9.357	9
3.	Learn about and try to understand the changes that take place in the world	9.950	12
4.	Develop skills in reading, writing, speaking and listening	8.808	5
5.	Understand and practice democratic ideas and ideals	9.500	10
6.	Learn how to examine and use information	9.265	7
7.	Understand and practice the skills of family living	10.500	15
8.	Learn to respect and get along with people with whom we work and live	9.100	6
9.	Develop skills to enter a specific field of work	11.000	18
10.	Learn how to be a good manager of money, property and resources	9.318	8
11.	Develop a desire for learning now and in the future	8.318	3
12.	Learn how to use leisure time	10.033	13
13.	Practice and understand the ideas of health and safety	10.278	14
14.	Appreciate culture and beauty in the world	10.591	17
15.	Gain information needed to make job selections	9.731	11
16.	Develop pride in work and a feeling of self-worth	8.115	1
17.	Develop good character and self-respect	8.286	2
18.	Gain a general education	10.580	16

is to place greater emphasis on the goal that deals with the development of pride in work and a feeling of self-worth (goal 16) as well as the development of good character and self-respect (goal 17). Also needing greater school emphasis are the goals of developing a desire for learning (goal 11) and learning good citizenship (goal 1).

Table 4 contains the relative percentages of responses for each of five rating categories. Though it appears the school is doing well in achieving goals 5, 12, and 15 there is evidence of dissatisfaction among some of the committee members. There is fairly clear consensus among the members concerning the school's performance in meeting goals 1, 6, 11, and 18.

Median ratings obtained for each of three different populations were used to priority rank in terms of need the eighteen goals for each of the three populations. The median ratings and need priority rank order of the eighteen goals are listed in Table 5.

All three groups, parents and others, teachers, and students, gave approximately the same priority need ranking to each of goals 6, 9, 10, 13, and 16. Goal 2 shows a high discrepancy between students, who felt this goal has a very high need among the eighteen goals, and the parents and teachers, who would give little priority to developing programs for further implementation of this goal. Goal 4 also shows a high discrepancy between students and the other two

Table 4

Perceived School Performance for Each of the Five Rating Categories Expressed in Percents, Perry Community Schools, Fall, 1974

Goal Number	Median Performance Rating	Extremely Poor (1-3)	Poor (4-6)	Fair but... (7-9)	Leave As Is (10-12)	Too Much Being Done (13-15)
1	8.342	0	11	57	32	0
2	9.357	2	15	35	48	0
3	9.950	0	3	34	61	2
4	8.808	0	15	49	34	2
5	9.500	3	9	38	44	6
6	9.265	0	3	54	43	0
7	10.500	2	5	19	70	4
8	9.100	2	15	40	41	2
9	11.000	0	2	23	48	27
10	9.318	2	6	45	47	0
11	8.318	0	18	52	30	0
12	10.033	3	12	23	57	5
13	10.278	2	5	23	68	2
14	10.591	0	9	23	63	5
15	9.731	2	11	34	47	6
16	8.115	5	6	65	24	0
17	8.286	3	17	45	33	2
18	10.580	0	2	42	56	0

Table 5

Comparison of Perceived Needs by Three Different Populations, Perry Community Schools, Fall, 1974

Goal	Priority Rank Order	Parents and Others: Median Performance Rating	Parents and Others: Need Priority Rank	Teachers: Median Performance Rating	Teachers: Need Priority Rank	Students: Median Performance Rating	Students: Need Priority Rank
1	7	8.300	3	8.100	3	9.000	6
2	9	9.300	11	9.500	8	8.000	2
3	12	10.250	15	10.125	12	9.000	6
4	1	8.500	5	8.167	4	10.688	15
5	11	9.625	12	9.750	10	8.375	5
6	4	9.167	9	9.300	7	9.333	9
7	18	10.500	16	10.250	14	10.800	17
8	9	8.700	7	9.167	6	9.625	10
9	12	10.500	16	12.000	18	11.000	18
10	14	9.100	8	9.500	8	9.250	8
11	3	8.214	2	8.500	5	8.000	2
12	17	9.667	13	10.611	15	9.800	11
13	15	10.100	14	10.167	13	10.688	15
14	16	10.611	18	10.625	16	10.125	13
15	7	9.167	9	10.100	11	10.000	12
16	4	8.125	1	7.833	1	7.750	1
17	6	8.400	4	7.833	1	8.000	2
18	2	9.250	10	10.643	17	10.675	14

groups. Students rank this goal low in need priority while both parents and teachers feel that the school should be doing much more to achieve this goal.

Those goals that were ranked as most important by the committee were the same goals, for the most part, that the people rated high in need as well. However, the goal of gaining a general education, while ranked high in priority was ranked low in need. This would indicate that the people are satisfied with the school programs presently directed toward the achievement of this goal.

Chapter 5

SUMMARY AND CONCLUSIONS

SUMMARY

How can the Board of Education, administrators, and faculty of the local school district know if the present educational programs are meeting the needs, desires, and aspirations of the people in the community? The purpose of this study was to present to the Board an objective analysis of the community's educational needs as the patrons of the community themselves perceive them.

A representative community committee of 120 members was selected for participation in the study. Make-up of the committee consisted of 18 students, 18 teachers, 72 parents, and 12 "other" patrons of the school district. Random sampling techniques were used for selecting participants from all populations except for students. Building administrators selected the students for participation. Because a number of those people selected declined to participate in the study and a large number failed to appear at the community meeting, the committee of actual participants was comprised of 17 students, 18 teachers, 26 parents, and 6 others, or a total of 67. Even though this number of participants was less than expected, a cross-section of the community was obtained.

A community meeting was held at which time members of the committee were asked to rate each of eighteen educational goals. Each rater was asked to rate the importance of the goal to the local school district by giving it a score from 0 to 5 (with 5 being greatest importance). Following the individual ratings the participants were placed in groups of four. Each group was to obtain group consensus for the rating of each goal on the same scale, 0 to 5. The average rating and variance of each goal was computed from the small group consensus ratings for each goal. The emphasis, according to the ratings obtained, centered around developing skills of reading, writing, speaking, and listening, gaining a general education, and developing a desire for learning. The ratings for these goals ranged from 3.941 to 4.471.

Committee members were also asked to evaluate the effectiveness of existing school programs in meeting each of the goals. These ratings, done individually, were based on a scale of 1 to 15 with 1 meaning extremely poor and 15 meaning too much is being done. The median performance rating was computed for each goal for the entire committee as well as for three different populations represented on the committee. Also relative percentages of responses falling into each of 5 rating "categories" were determined.

The most important goals of the schools as indicated by the findings of this study deal with basic skills of

reading, writing, listening, and speaking, and providing students a general education through developing background and skills in the use of numbers and mathematics, natural sciences, and social sciences. Community members are in agreement on the importance of school goals and feel the school is doing a satisfactory job in meeting most of these goals. Very few discrepancies can be found between what the school is presently doing and what the people of the community desire.

CONCLUSIONS

The following conclusions have resulted from this study:

1. The patrons of the Perry Community School District feel that the most important goals of the school are those that deal with what is commonly referred to as the basic skills. Included are the skills in written and oral communication, and skills in the use of numbers, natural sciences, and social sciences.

2. Community members, with few exceptions, were in relatively close agreement regarding the importance of each of the eighteen educational goals.

3. The committee members feel, for the most part, that present school programs are meeting their expectations in achieving the goals of the school district.

4. All three groups, teachers, students, and other community members, are in close agreement regarding the effectiveness of present school programs in meeting the goals of the district.

5. There are very few discrepancies between present school district goals and programs and those desired by the people of the community.

RECOMMENDATIONS

The purpose of this study was to provide the Board of Education with information to guide future planning of the educational program of the Perry Community School District. The data obtained can be helpful to the Board in allocating resources and initiating new programs and may serve as indicators as to what kinds of Board decisions will or will not receive public support. All recommendations are made with this purpose in mind.

1. The Board should consider measures which will strengthen existing school programs in the areas of the basic skills.

2. Where discrepancies in perceived need exist among the groups, the Board should look for the causes of these discrepancies.

3. The superintendent and Board might consider the appointment of a committee for the purpose of developing program level performance objectives for all school programs

which are designed to meet the perceived needs of the community.

4. This study should be replicated every five years to determine if the school programs continue to be attuned to the needs and aspirations of the community.

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APPENDIX A

GOAL STATEMENTS

GOAL STATEMENTS

1. Learn How to be a Good Citizen
   - A. Develop an awareness of civic rights and responsbilities.
   - B. Develop attitudes for productive citizenship in a democracy.
   - C. Develop an attitude of respect for personal and public property.
   - D. Develop an understanding of the obligations and responsibilities of citizenship.

2. Learn How to Respect and Get Along With People Who Think, Dress and Act Differently
   - A. Develop an appreciation for and an understanding of other people and other cultures.
   - B. Develop an understanding of political, economic, and social patterns of the rest of the world.
   - C. Develop awareness of the interdependence of races, creeds, nations and cultures.
   - D. Develop an awareness of the processes of group relationships.

3. Learn About and Try to Understand the Changes That Take Place in the World
   - A. Develop ability to adjust to the changing demands of society.
   - B. Develop an awareness and the ability to adjust to a changing world and its problems.
   - C. Develop understanding of the past, identify with the present, and the ability to meet the future.

4. Develop Skills in Reading, Writing, Speaking and Listening
   - A. Develop ability to communicate ideas and feelings effectively.
   - B. Develop skills in oral and wirtten English.

5. Understand and Practice Democratic Ideas and Ideals
   - A. Develop loyalty to American democratic ideals.
   - B. Develop patriotism and loyalty to ideas of democracy.
   - C. Develop knowledge and appreciation of the rights and privileges in our democracy.
   - D. Develop an understanding of our American heritage.

6. Learn How to Examine and Use Information
   - A. Develop ability to examine constructively and creatively.
   - B. Develop ability to use scientific methods.
   - C. Develop reasoning abilities.
   - D. Develop skills to think and proceed logically.

7. Understand and Practice the Skills of Family Living
   - A. Develop understanding and appreciation of the principles of living in the family group.
   - B. Develop attitudes leading to acceptance of responsibilities as family members.
   - C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

8. Learn to Respect and Get Along With People With Whom We Work and Live 68
   - A. Develop appreciation and respect for the worth and dignity of individuals.
   - B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
   - C. Develop a cooperative attitude toward living and working with others.

9. Develop Skills to Enter a Specific Field of Work
   - A. Develop abilities and skills needed for immediate employment.
   - B. Develop an awareness of opportunities and requirements related to a specific field of work.
   - C. Develop an appreciation of good workmanship.

10. Learn How to be a Good Manager of Money, Property and Resources
   - A. Develop an understanding of economic principles and responsibilities.
   - B. Develop ability and understanding in personal buying, selling and investment.
   - C. Develop skills in management of natural and human resourses and man's environment.

11. Develop a Desire For Learning Now and in the Future
   - A. Develop intellectual curiosity and eagerness for lifelong learning.
   - B. Develop a positive attitude toward learning.
   - C. Develop a positive attitude toward continuing independent education.

12. Learn How to Use Leisure Time
   - A. Develop ability to use leisure time productively.
   - B. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual, and creative.
   - C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

13. Practice and Understand the Ideas of Health and Safety
   - A. Establish an effective individual physical fitness program.
   - B. Develop an understanding of good physical health and well being.
   - C. Establish sound personal health habits and information.
   - D. Develop a concern for public health and safety.

14. Appreciate Culture and Beauty in the World
   - A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
   - B. Cultivate appreciation for beauty in various forms.
   - C. Develop creative self-expression through various media (art, music, writing, etc.).
   - D. Develop special talents in music, art, literature and foreign languages.

5. Gain Information Needed to Make Job Selections
   - A. Promote self-understanding and self-direction in relation to student's occupational interests.
   - B. Develop the ability to use information and counseling services related to the selection of a job.
   - C. Develop a knowledge of specific information about a particular vocation.

6. Develop Pride in Work and a Feeling of Self-Worth
   - A. Develop a feeling of student pride in his achievements and progress.
   - B. Develop self-understanding and self-awareness.
   - C. Develop the student's feeling of positive self-worth, security and self-assurance.

7. Develop Good Character and Self-Respect
   - A. Develop moral responsibility and a sound ethical and moral behavior.
   - B. Develop the student's capacity to discipline himself to work, study, and play constructively.
   - C. Develop a moral and ethical sense of values, goals, and processes of free society.
   - D. Develop standards of personal character and ideas.

8. Gain a General Education
   - A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
   - B. Develop a fund of information and concepts.
   - C. Develop special interests and abilities.

APPENDIX B

LETTERS TO PARTICIPANTS

October 30, 1974

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Dear

The Board of Directors of the Perry Community Schools is requesting your participation in a valuable and unique process concerning the schools. Your assistance, in cooperation with other representative members of our community, is needed to help the district establish educational goals for learners.

We believe that this process will be different from many approaches to educational planning and will provide a stimulating and rewarding experience for those who participate. We are asking for a commitment on your part to assist us in this extremely important activity.

If you agree to provide this assistance to the district, we will ask you to attend a meeting scheduled for 7:30 p.m. on Tuesday, November 26, in the high school cafetorium. The purpose of the meeting is for this representative group from the community to list in order of importance educational goals for our schools. Also, we will ask you to look at each goal and to provide answers to the question: "In my opinion, how well are current programs meeting this goal?"

This process of ranking the goals in order of importance will give your district's teachers guidance and direction in their planning of lesson materials. During the course of several months, the teachers and administrators will then be writing measurable objectives to meet the requirements of the goals you have helped to set for the community.

We feel strongly that the schools belong to the people, that it is the responsibility of the members of the community to establish and rank educational goals. Once this is accomplished, it then becomes the responsibility of your school's professional staff to teach toward these goals.

We need your help, and we urge you to assist us in this vital activity by attending the meeting described above. Please take a moment now to complete the enclosed postcard for return to the district office, so that we can proceed with plans for the meeting.

If you accept this responsibility, you will receive prior to the first meeting an informational packet describing more fully the procedures in which you will be participating.

Sincerely,

District Superintendent

Needs Assessment Program Coordinator

November 14, 1974

Dear

We appreciate your response to our request and are looking forward to seeing you at our meeting to be held on Tuesday, November 26th at 7:30 p.m. in the high school cafetorium.

As was stated in the first letter, the purpose of the meeting is for you, along with other community members, to rank a series of goals in order of their importance.

Enclosed with this letter is a list of 18 Goal Statements, which will be used as a basis for the ranking. These goals have been carefully selected, and we believe they cover all areas of education. The goals are not listed in any order of importance. We ask you to do two things prior to the meeting:

1. If there are educational goals that you believe are important, but not included in the list, please feel free to call the Superintendent's office to discuss them.

2. We encourage you to discuss the goals with your friends and neighbors to get an idea of the goals they believe are important for the educational program for our schools.

The agenda for the meeting will include:

1. Welcome, information and directions for the evening.

2. Ranking of goals by each individual.

3. Small group meeting to discuss and reach agreement on importance of goals.

4. Evaluation of current school programs in meeting goals.

If you have any questions regarding the goals or the procedures for the meeting, please call John H. Schnicker at 465-3531.

Thank you again for your cooperation and assistance in this most valuable activity.

Sincerely,

John H. Schnicker

John H. Schnicker, Coordinator
Needs Assessment Program

Enclosure

PERRY COMMUNITY SCHOOLS
Member of North Central Association of Secondary Schools and Colleges
THIRD AND WARFORD
PERRY, IOWA
50220

December 9, 1974

Dear Community Member,

We wish to extend our thanks to you for your participation in our recent needs assessment meeting. We feel that the experience was most successful and worthwhile and we believe that perhaps for the first time we have information and input from the people of our community that can help guide us to better serve the youth in our schools.

The administration and teachers are committed to this program and are already involved in defining our school programs through the writing of measurable educational objectives. These objectives will be written for all subjects in the schools and will be matched to the priority goals set by you and the other members of the committee. This will enable us to see more clearly which goals are being met and which require more attention. Once this has been done, we can begin developing curriculum to correct our deficiencies.

It has taken a bit longer than we expected to get the data analyzed at the Iowa State University Computer Center. We will send you the results just as soon as we receive them.

Again, thank you for your interest, cooperation, and support.

Sincerely,

Blaine H. Lytle

Dr. Blaine H. Lytle, Superintendent

John H. Schnicker

John H. Schnicker, Needs Assessment Coordinator

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APPENDIX C

NEWS MEDIA RELEASES

NEEDS ASSESSMENT PROGRAM UNDERTAKEN BY LOCAL SCHOOL DISTRICT

Recently the Board of Directors of the Perry Community Schools voted to adopt a plan for developing educational goals through the cooperation of teachers, students, and a committee of citizens of the local district.

Interest in such a plan has been spurred by recent attention to the concept of educational accountability. The last session of the Iowa Legislature produced revisions of the state standards for education which focus quite clearly on this idea. The recently enacted state standards mandate that all school districts in Iowa shall determine major educational needs and rank them in priority order and develop long-range plans to meet such needs.

The program which the Board is embarking upon will utilize the Phi Delta Kappa (PDK) model which was developed in California and has been used successfully in many school districts throughout the state of Iowa and the rest of the nation. The PDK plan is based on a series of steps beginning with the priority ranking of a set of 18 educational goals by a committee of teachers, students and other community citizens. The next step in the program is for the committee members to evaluate the success of present school programs in meeting these goals. The third and final step is that the teaching staff will write performance objectives that will assist in holding the school accountable for meeting these citizen-determined school goals.

The Board also recently approved plans for a committee of 120 people to be used for this program. The committee of 120 will consist of 72 parents of school children, 12 people with no children in the schools, 18 teachers, and 18 students. In determining the make-up of the committee, a concerted effort was made to insure that a broad representative cross section of the community be selected.

A meeting has been set for 7:30 p.m. on Tuesday, November 26, at which time the committee will rank the educational goals in order of importance and then determine how well the schools are presently meeting these goals.

NEEDS ASSESSMENT COMMITTEE SELECTED

Superintendent of Schools, Dr. Blaine Lytle, yesterday announced the names of those citizens who will serve on the Representative Community Committee to rank the goals of education. Those who have been selected and have agreed to serve on this Committee, which is composed of parents, non-parents, teachers and students, are:

Selected to represent a cross section of the community, the committee will meet on Tuesday, November 26, at 7:30 p.m. in the high school cafetorium to begin their task of ranking educational goals in the order of their importance. They will receive packets of material that they may review in advance of this meeting.

In announcing the appointment of the committee Superintendent Lytle stressed the importance of their task, which may well shape the future of public education in the District for some years to come.

"The ranking of educational goals by the citizens committee will determine the emphasis and direction of the teaching effort in our schools," the Superintendent said.

The ranking of goals by the citizens committee is the first step in a noble process of involving teachers, students, and citizens in a hard look at what is being taught and why. The second step requires the participants to rate the success of the present educational program in meeting the recommended goals. Where the program is judged deficient, emphasis will be directed toward improving the strengthening that part of the curriculum, especially through the writing of performance objectives. This step will require at least six months and even then will represent only the beginning of the effort to strengthen the educational program.